

RESULTS OF THE 2013 IMPORTANCE-SATISFACTION SURVEY IN OPEN UNIVERSITY MALAYSIA

21st August 2014

Commonly Used Outcome Measures for Assessment of Institutional Effectiveness

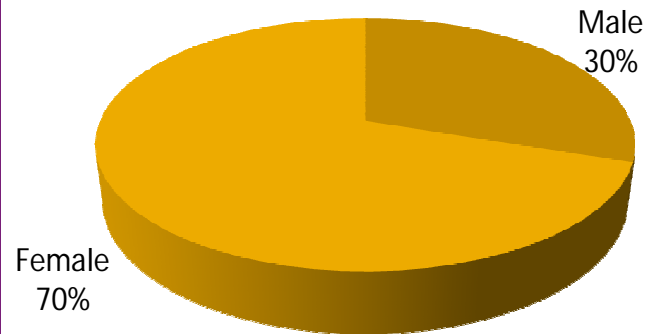
- 1) Measures of service quality (ServQual and ServPerf; ODLPerf)
- 2) **Importance-Satisfaction Surveys** (2005, 2006, 2007, 2009, 2013)
- 3) Other methods to obtain customer feedback (eg. Programme Review; Module Evaluation, Tutor Evaluation, etc)
- 4) Analysis of secondary data (Inst data-UKR, Exam and CSM)
- 5) Standard /guidelines provided by professional bodies, (eg. COL KPI's ; Sirim, MQA)
- 6) Benchmark/comparisons with peer institutions (OUM/STOU/UTI / UPOU / HOU)
- 7) Tracer Study (Yearly, via the National KPM Tracer Study)
- 8) Employers' Survey (2011 and 2014)

The Instrument: Noel Levitz Importance-Satisfaction Survey

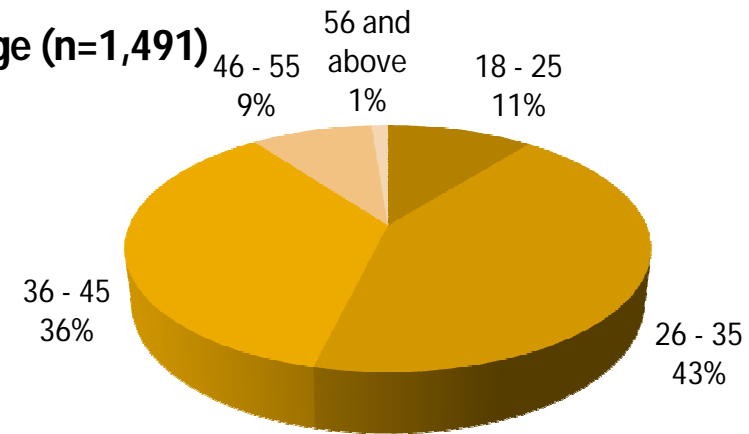
- 1) A set of 2-dimensional (Importance vs Satisfaction) survey questions which covers 8 constructs;
- 2) Covers various aspects of student experience and services provided to ensure student success;
- 3) Results of I-S survey: demonstrate how an institution is performing , thus contributing to overall documentation of institutional effectiveness;
- 4) Main objectives of using I-S survey in OUM are to:
 - i. Identify OUM's weaknesses;
 - ii. To guide strategic planning;
 - iii. To gauge OUM's status in terms of meeting learners' expectations in terms of its provision of support services;
 - iv. To compare OUM's performance to other ODL institutions - benchmark
- 5) Research suggest that low satisfaction levels contribute to student attrition.

Profile of Respondents

Gender (n=1,571)



Age (n=1,491)



Ethnicity	No	%
Malay	940	60.7
Chinese	290	18.7
Indian	158	10.2
Others	160	10.3
Total	1,548	100.0

Learning Centre	No.of respondents	%
Johor Bahru	237	14.5
Melaka	21	1.3
Negeri Sembilan	29	1.8
Kuala Lumpur	82	5.0
Petaling Jaya	99	6.0
Bangi	145	8.8
Wangsa Maju	49	3.0
Shah Alam	133	8.1
Perak	89	5.4
Greenhill	26	1.6
Manjung	19	1.2
Penang	56	3.4
Seameo RECSAM	77	4.7
Alor Setar	3	0.2
Sungai Petani	67	4.1
Pahang	41	2.5
Terengganu	78	4.8
Kelantan	60	3.7
Sarawak	295	18.0
Miri	33	2.0
Total	1,639	100.0

Profile of Respondents

Faculty	No	%
FNAHS	110	10.2
FST	123	11.4
FASS	141	13.0
FEL	132	12.2
FITMC	116	10.7
FBM	459	42.5
Total	1,081	100.0

CGPA	No	%
0.00 - 1.00	3	0.2
1.01 - 2.00	61	4.1
2.00 - 3.00	442	29.9
3.01 - 4.00	403	27.3
New Learner	568	38.5
Total	1,477	100.0

Importance Mean Score

No	Dimension	No of items	Mean	Std. Deviation
1	Curriculum	5	6.19	0.787
2	Facilitator/Tutor	8	6.19	0.793
3	Learning Centre	7	6.14	0.794
4	Faculty	6	6.12	0.845
5	Support Services	9	6.10	0.801
6	Outreach	4	6.10	0.839
7	Finance	5	6.08	0.861
8	Life & Career Plan	3	6.05	0.883
	All dimensions	47	6.13	0.783

- Learners rated ALL items as highly important, exceeding 6.05 out of 7 points.
- The top 3 most important dimensions are:
 - Curriculum
 - Facilitator/Tutor
 - Learning Center
- The least important dimension is Life & Career Plan.

**How satisfied are
learners with OUM
services?**

Satisfaction Mean Score

No	Dimension	No of items	Mean	Std. Deviation
1	Curriculum	5	5.70	0.824
2	Facilitator/Tutor	8	5.63	0.865
3	Outreach	4	5.60	0.888
4	Support Services	9	5.55	0.862
5	Faculty	6	5.55	0.981
6	Learning Centre	7	5.52	0.855
7	Finance	5	5.52	0.923
8	Life & Career Plan	3	5.52	0.949
	Overall Av.	47	5.58	0.822

- Generally, learners are moderately satisfied with the all services, exceeding 5.58 out of 7 points.
- The top 3 most satisfying dimensions are:
 - Curriculum
 - Facilitator/Tutor
 - Outreach
- The least satisfying dimension is Life & Career Plan

Identifying Problem Areas using I-S MATRIX

Dimension Mean Score

Dimension	Mean Importance	Mean Satisfaction
Curriculum	6.19	5.70
Facilitator/Tutor	6.19	5.63
Learning Centre	6.14	5.52
Faculty	6.12	5.55
Support Services	6.10	5.55
Outreach	6.10	5.60
Finance	6.08	5.52
Life & Career Plan	6.05	5.52
Overall Average	6.13	5.58

The 3 dimensions that are above average importance level (6.13):

- Curriculum
- Facilitator/tutor &
- Learning Centre

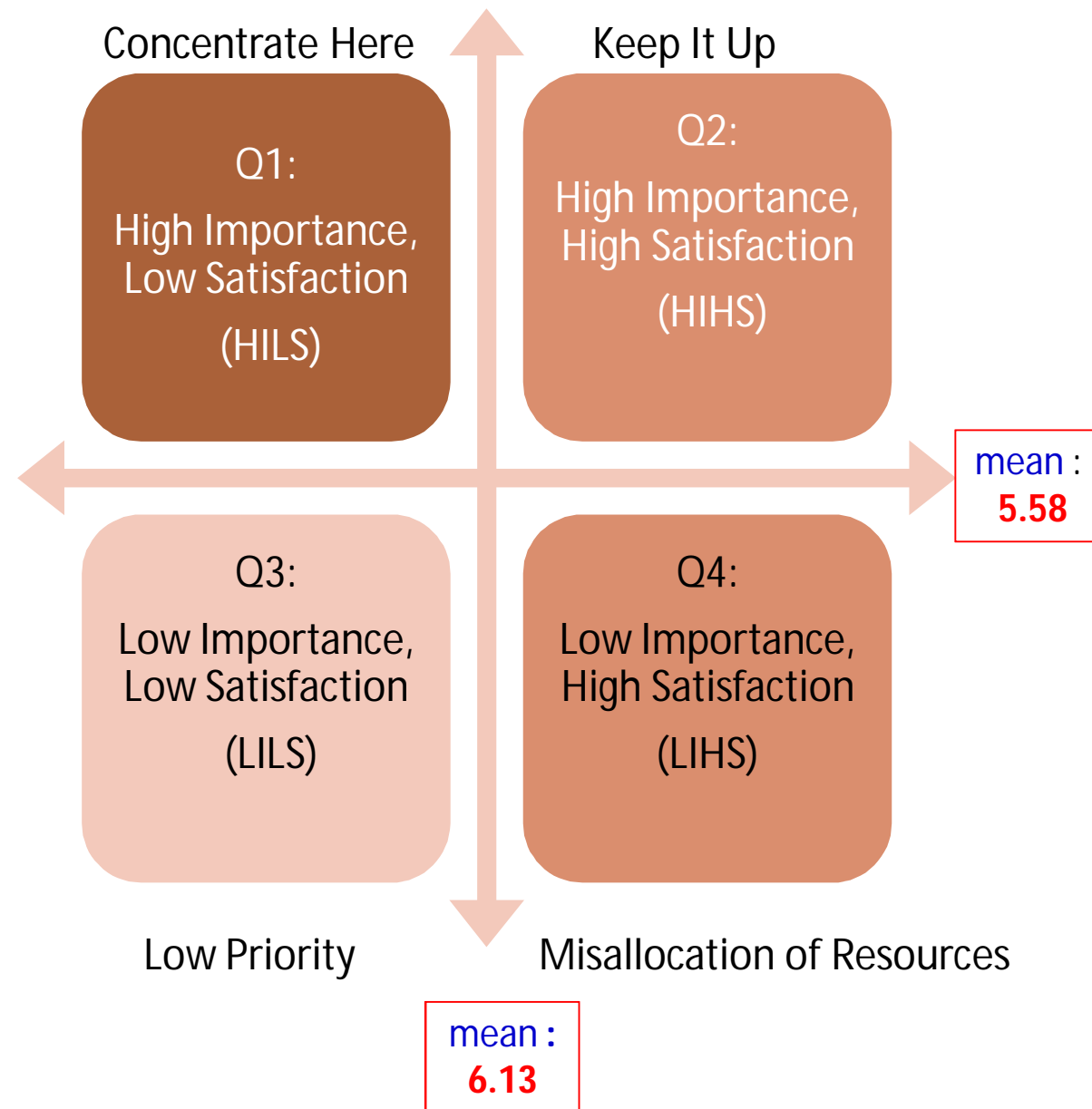
The 3 dimensions that are above average satisfaction level (5.58):

- Curriculum
- Facilitator/Tutor &
- Outreach

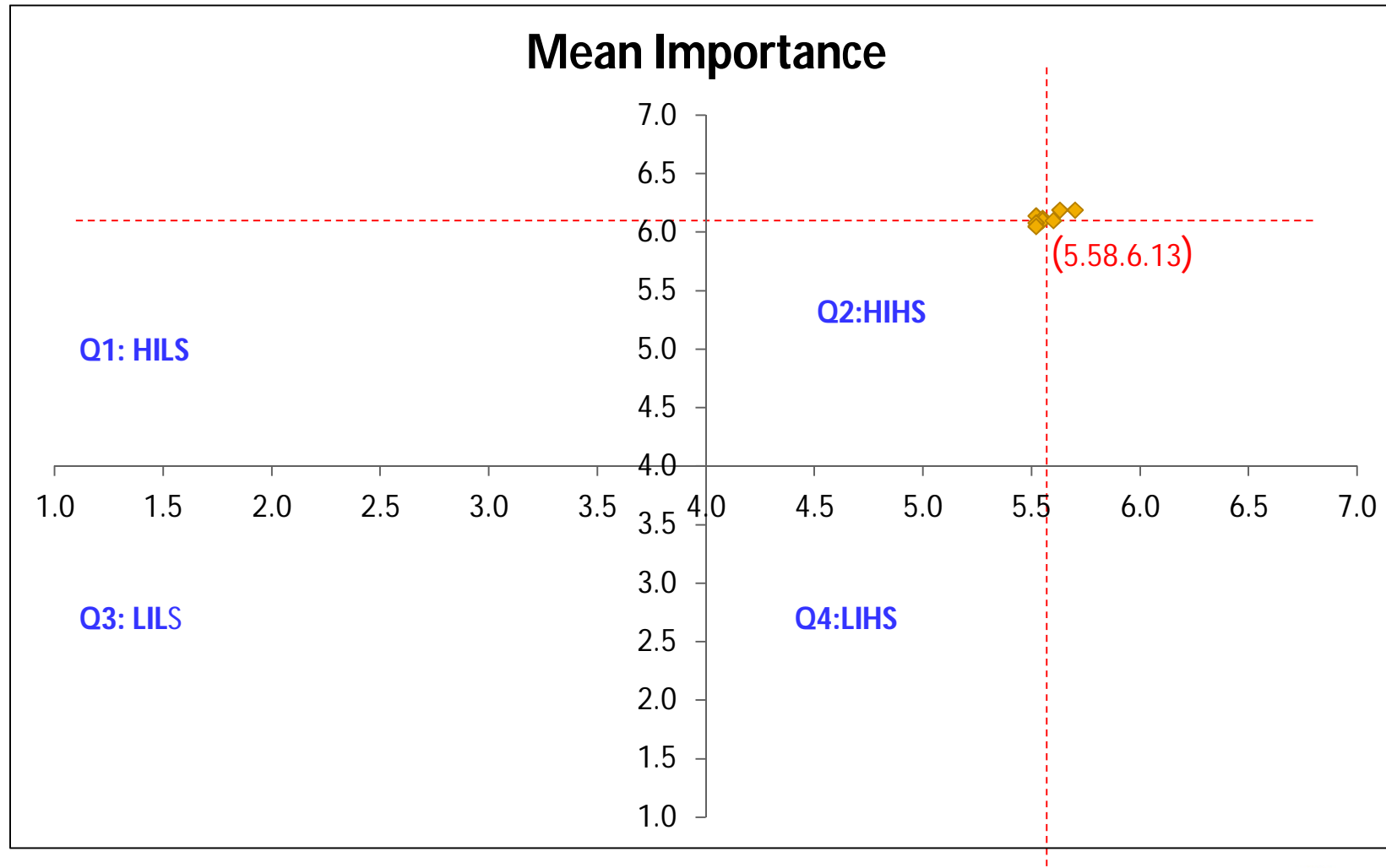
The 3 lowest Satisfaction Dimensions:

- Learning Centre
- Life & Career Plan
- Finance

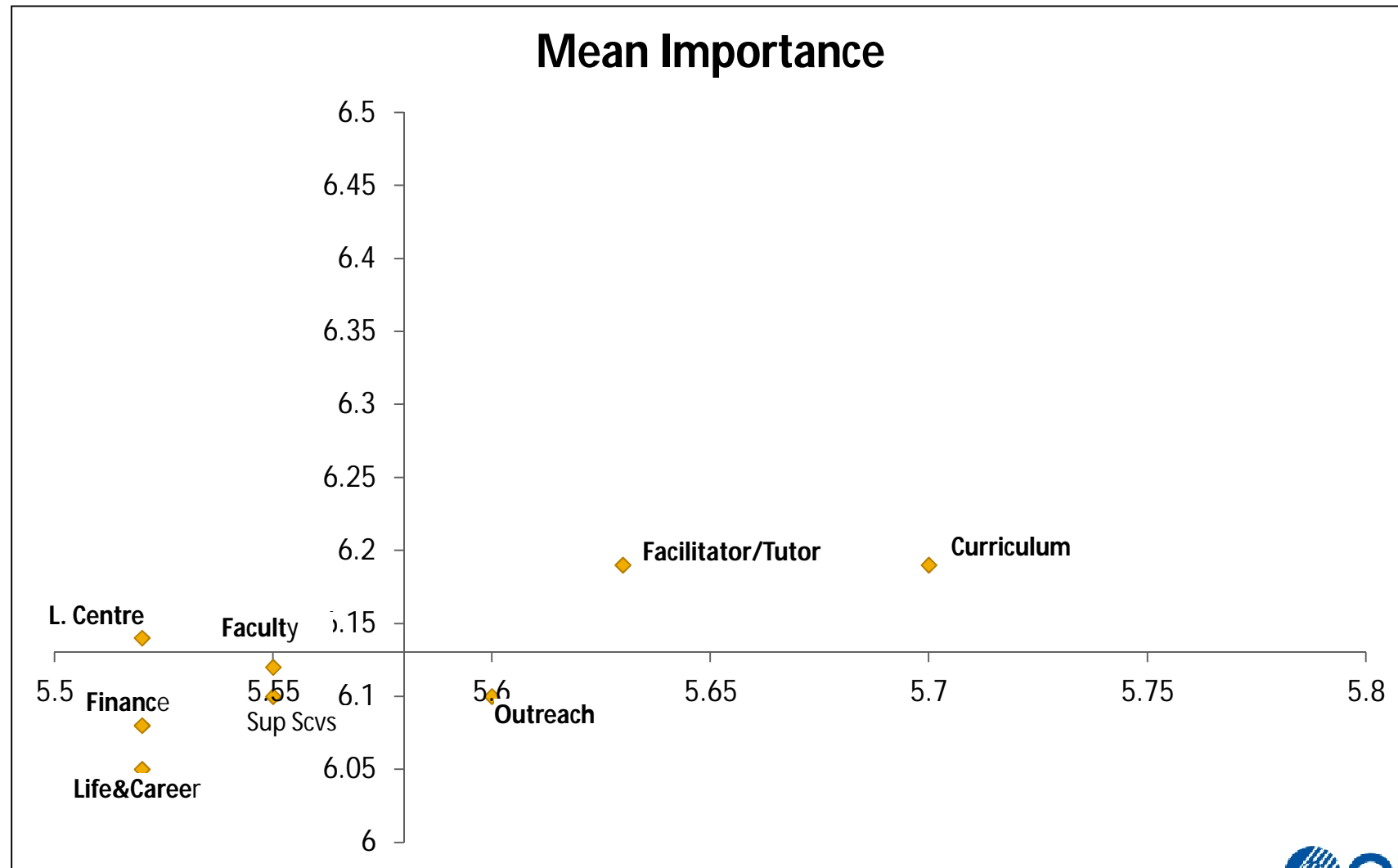
Plotting the I-S Matrix : Average Mean



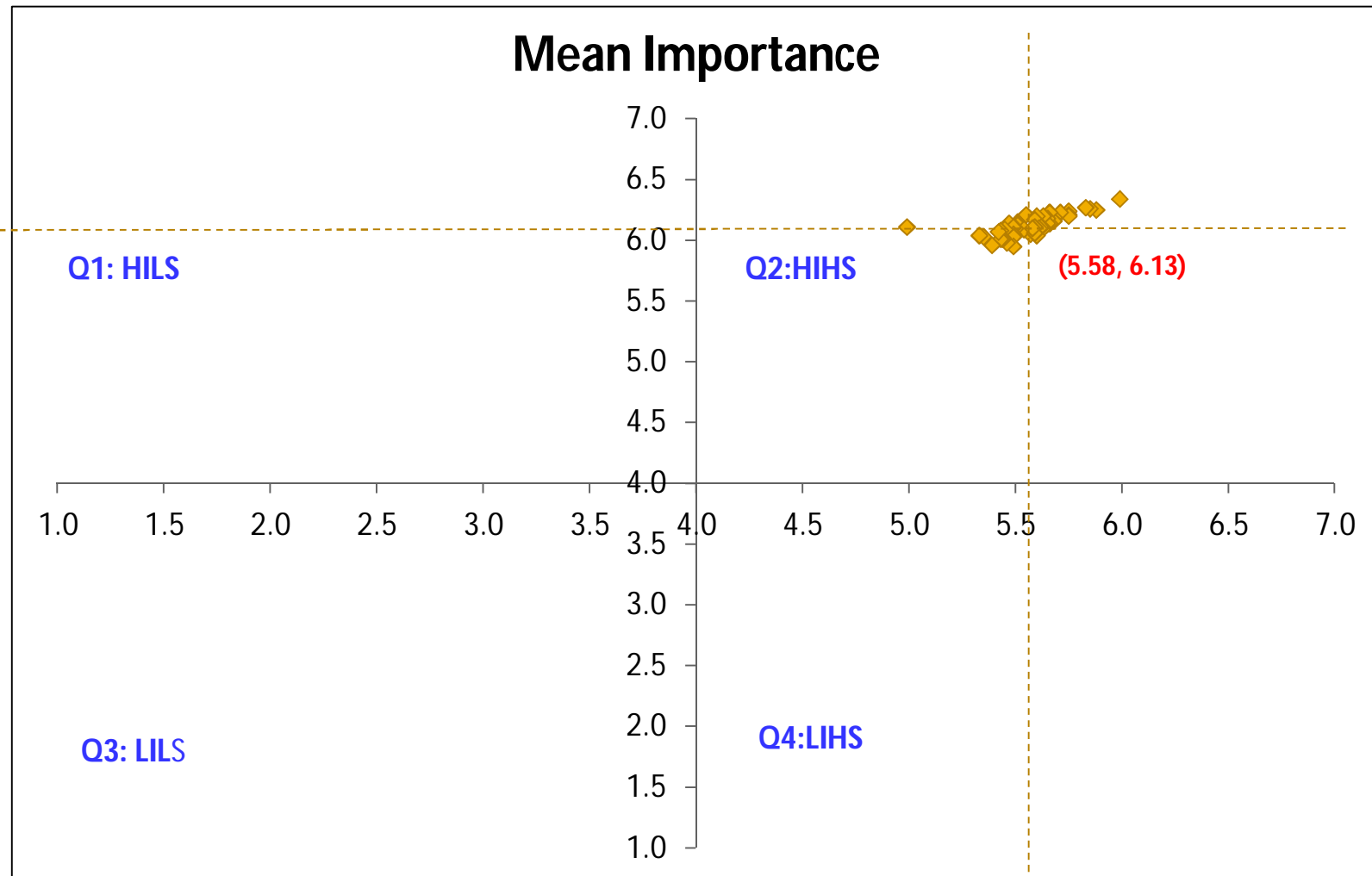
I-S Matrix Based on Simple Mean (4,4): Dimensions



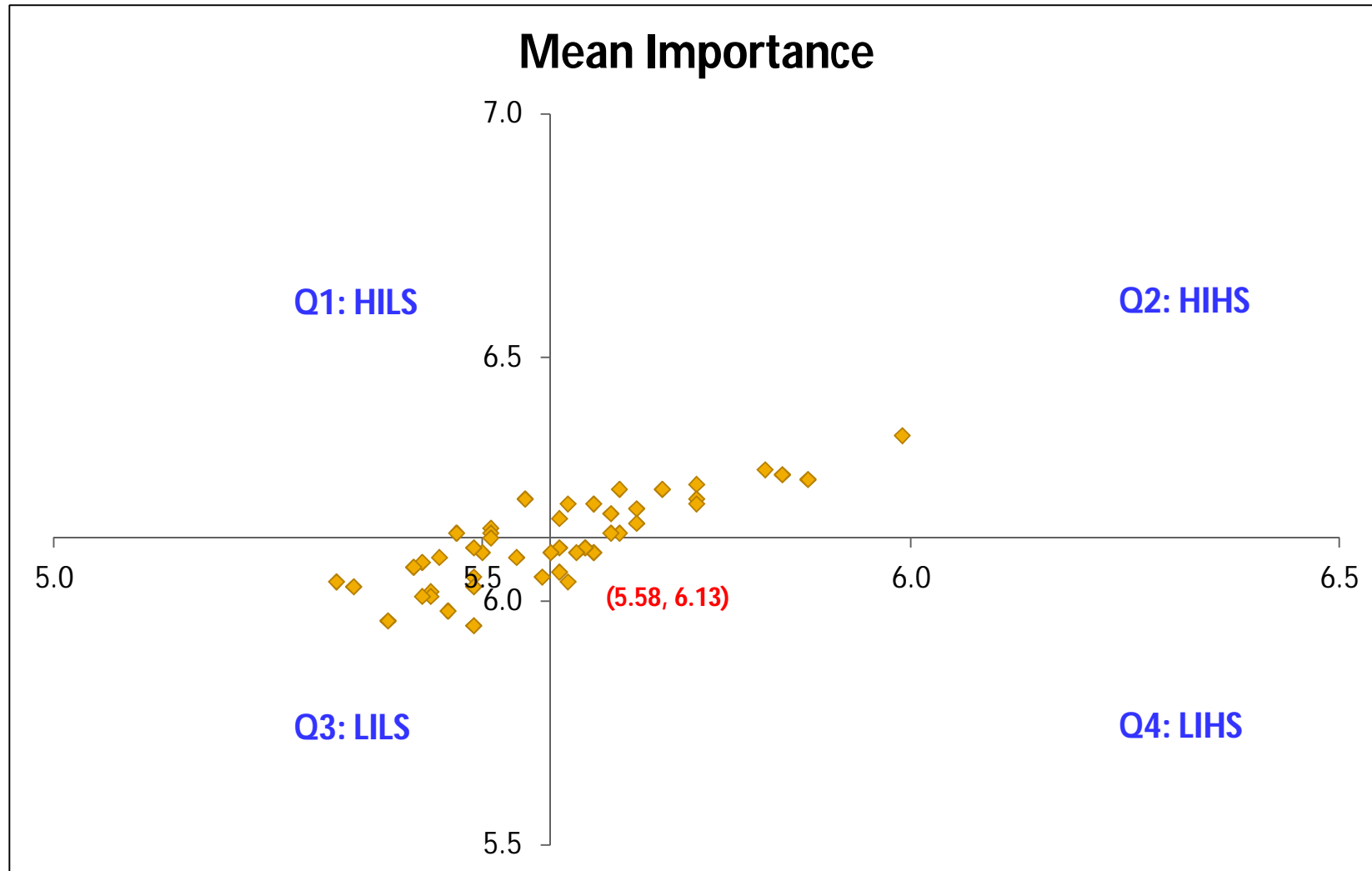
I-S Matrix Based on Average Mean (6.13; 5.58): Dimensions



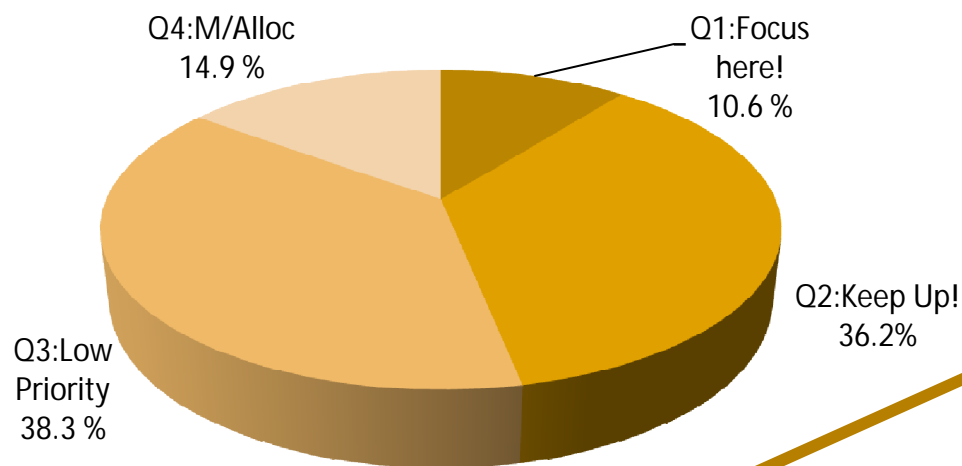
I-S Matrix Based on Simple Mean (4,4): All Items



I-S Matrix Based on Average Mean (5.58,6.13): All Items



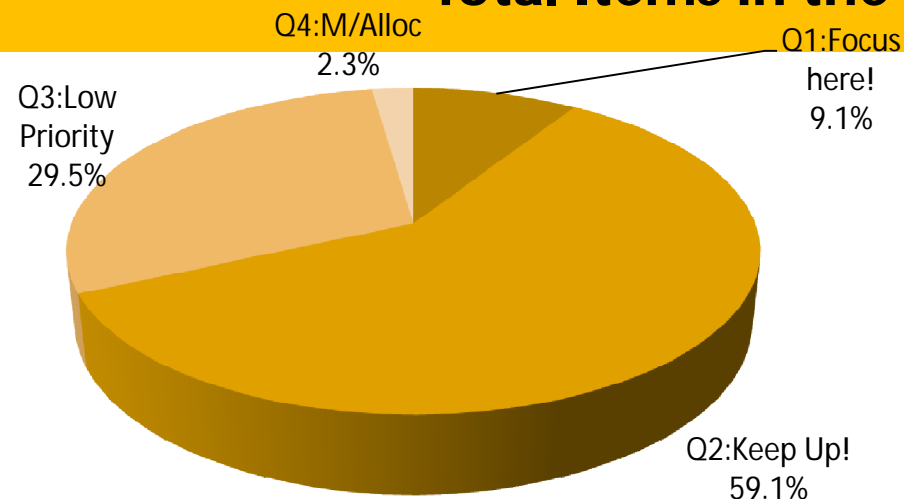
Total Items in the I-S Matrix (OUM)



- ***10.6% of OUM's services need urgent attention.***

Dimension	Q1: Focus Here!!	Q2: Keep Up!	Q3: Low Priority	Q4: M/Alloc	TOTAL
Curriculum	0	4	0	1	5
Faculty	1	1	2	2	6
Finance	0	1	3	1	5
L&Career path	0	0	2	1	3
LCentre	1	3	3	0	7
Outreach	0	1	3	0	4
SService	1	2	4	2	9
Facilitator/Tutor	2	5	1	0	8
Total	5	17	18	7	47
Percentage	10.6	36.2	38.3	14.9	100.0

Total Items in the I-S Matrix (STOU)



9.1% of STOU's services need urgent attention!!!

Dimension	Q1: Focus Here!!	Q2: Keep Up!	Q3: Low Priority	Q4: M/Alloc	TOTAL
Curriculum	0	3	1	1	5
Facilitator/Tutor	2	4	2	0	8
Faculty	0	2	2	0	4
Finance	0	3	2	0	5
Learning Centre	1	5	1	0	7
Life & Career Plan	0	1	2	0	3
Outreach	0	3	1	0	4
Support Services	1	5	2	0	8
Total	4	26	13	1	44
Percentage	9.1	59.1	29.5	2.3	100.0

Items in Q1: HILS “CONCENTRATE HERE!” (OUM)

Dimension	Item (OUM)	Imp. Mean	Sat. Mean	Gap(I-S)
Faculty	Faculties' staff deal with my enquiries and complaints without delay	6.14	5.47	0.67
Facilitators/Tutors	Facilitators / Tutors provide timely and constructive feedback to learners	6.21	5.55	0.66
Facilitators/Tutors	Facilitators / Tutors interaction with learners through online forum is helpful	6.15	5.51	0.64
Support Services	Electronic Customer Relationship Management (eCRM) is efficient in resolving learners enquiries and complaints	6.14	5.51	0.63
Learning Centre	The Learning Centre staff are easily accessible via telephone or e-mail	6.13	5.51	0.62

- OUM should immediate improve the following:
 - Faculty administrative staff should deal with learners' complaints and enquires without unnecessary delays. (**E-CRM repor to MJPAU- monthly and GMC-semesterly**)
 - Facilitator/Tutor should provide timely and constructive feedback to learners; and interact with learners through online forum (**E-Tutor training done over Jan-May sem**)
 - E-CRM should be efficient enough in resolving learners' enquiries and complaints (**Monthly reporting to MJPAU**)
 - LC staff should be easily accessible to learners e via telephone or emails (**LC Directors have been given a smartphone**)

Items in Q1: HILS "Focus Here!" (STOU)

Dimension	Item (STOU)	Imp. Mean	Sat. Mean	Gap(I-S)
Facilitator/Tutor	I32 Tutor - Learner interaction through online forum is helpful	5.22	5.57	0.35
Facilitator/Tutor	I31 Tutors provide prompt feedback to learners	5.26	5.53	0.27
Learning Centre	I1 The learning centre staff are caring and helpful	5.27	5.50	0.23
Learning center	I41 Security staff respond quickly in emergencies	5.28	5.49	0.21

Gap Analysis

GAP SCORES =
(IMPORTANCE – SATISFACTION) SCORES

Classification of the Performance Gap:

- 1 or more: not meeting expectation.
- 0 to less than 1: meet expectation
- less than 0: exceeding expectation

Importance-Satisfaction Gap: Dimensions

Dimension	Imp. Mean	Sat. Mean	1-S Gap
Learning Centre	6.14	5.52	0.62
Faculty	6.12	5.55	0.57
Finance	6.08	5.52	0.56
Facilitator/Tutor	6.19	5.63	0.56
Support Services	6.10	5.55	0.55
Life & Career Plan	6.05	5.52	0.53
Outreach	6.10	5.60	0.50
Curriculum	6.19	5.70	0.49
All Dimensions	6.13	5.58	0.55

The I-S gaps for all dimensions were estimated to be between 0.49 and 0.62, “meeting learners’ expectation”.

Top 4 problem areas:

- Learning Center
- Faculty
- Finance
- Facilitator/Tutor

Classification of the Performance Gap:

- 1 or more: not meeting expectation.
- 0 to less than 1: meeting expectation
- less than 0: exceeding expectation

Items in Q2: HIHS “KEEP-UP!”

Dimension	Items	Mean Imp	Mean Sat	IS Gap
Faculty	Faculties' administrative staff are caring and helpful	6.20	5.60	0.60
Support Services	Digital Library is easily accessible	6.17	5.59	0.58
Learning Centre	The Learning Centre staff are caring and helpful	6.23	5.66	0.57
Facilitators/Tutors	Facilitators / Tutors serve as my academic advisors/counselors	6.20	5.63	0.57
Curriculum	Course assessment are appropriate	6.18	5.65	0.53
Learning Centre	The security of my Learning Centre is well maintained	6.23	5.71	0.52
Facilitators/ Tutors	The quality of teaching I receive in my classes is good	6.19	5.68	0.51
Curriculum	Modules or study guides are of good quality	6.24	5.75	0.49
Curriculum	Major requirements of the courses are clear and reasonable	6.14	5.65	0.49
Finance	Information about learners' financial accounts is easily available	6.16	5.68	0.48
Facilitators/ Tutors	Facilitators / Tutors are concerned about my academic progress	6.14	5.66	0.48
Facilitators/ Tutors	Facilitators / Tutors are easily approachable	6.21	5.75	0.46
Learning Centre	My Learning Centre is conducive for learning	6.20	5.75	0.45
Facilitators/ Tutors	Facilitators / Tutors are knowledgeable in their fields	6.27	5.83	0.44
Curriculum	The contents of the courses I am taking are valuable to me	6.26	5.85	0.41

Items in Q3: LILS “LOW PRIORITY”

Dimension	Items	Mean Imp	Mean Sat	IS Gap
Learning Centre	Parking space in my Learning Centre is adequate	6.11	4.99	1.12
Support Services	Welfare Fund is available for needy learners	6.04	5.33	0.71
Support Services	Physical library provides adequate reading materials for reference	6.03	5.35	0.68
Learning Centre	My enquiries and complaints are dealt with by the Learning Centre staff without delay	6.08	5.43	0.65
Facilitators/Tutors	There is active participation in the online forum among facilitators / tutors and learners	6.07	5.42	0.65
Finance	Various fee discounts to learners are available	6.09	5.45	0.64
Outreach	The library resources are good enough for my needs.	6.11	5.49	0.62
Faculty	Faculties' provides timely feedback on learner progress in a course	6.10	5.50	0.60
Finance	The fees I have to pay for my studies are reasonable	6.01	5.43	0.58
Finance	Staff in the Finance Department are easily accessible via telephone/e-mail	6.02	5.44	0.58
Support Services	Academic advising/ counseling services adequately meet the needs of learners	5.96	5.39	0.57
Life & Career Plan	There are adequate services available to help me decide upon a career	6.01	5.44	0.57
Faculty	Faculties' provides academic counseling to learners	6.05	5.49	0.56
Support Services	Orientation for New Learners (Bengkel Kemahiran Belajar) is useful	6.09	5.54	0.55
Life & Career Plan	Mentors are available to guide my career and life goals	6.03	5.49	0.54
Outreach	Admission staff provide personalized attention prior to my enrollment to OUM	5.98	5.46	0.52
Outreach	I have been able to access general IT resources when I needed to	6.05	5.57	0.48
Learning Centre	Information about events happening in my Learning Centre is easily available	5.95	5.49	0.46
Learning Centre	Parking space in my Learning Centre is adequate	6.11	4.99	1.12
Support Services	Welfare Fund is available for needy learners	6.04	5.33	0.71

Inadequate parking space in Learning Centres is a serious problem & must be resolved.

Items in Q4: LIHS “MIS-ALLOCATION!”

Dimension	Item	Imp. Mean	Sat. Mean	Gap(I-S)
Faculty	Faculties' Programme Coordinators are helpful in providing academic support	6.11	5.59	0.52
Faculty	Faculties' provides adequate administrative and academic guidelines for learners	6.10	5.58	0.52
Finance	Policy on payment of fees is flexible	6.11	5.62	0.49
Life & Career Plan	I receive the help I need to apply my academic knowledge gained in OUM to my career	6.10	5.61	0.49
Curriculum	There is a good variety of courses provided in the programme I am taking	6.10	5.63	0.47

Gap Scores by Learning Centers

Dimension	L Centre	Curriculum	Facilitator/ Tutor	Finance	Support services	Faculty	Outreach	Life & Career Path	Overall
Variable	GAP	GAP	GAP	GAP	GAP	GAP	GAP	GAP	GAP
JOHOR	0.51	0.31	0.37	0.31	0.40	0.35	0.28	0.36	0.36
MELAKA	0.65	0.49	0.66	0.56	0.77	0.69	0.67	0.12	0.69
N SEMBILAN	0.41	0.18	0.26	0.14	0.25	0.27	0.20	0.22	0.30
KUALA LUMPUR	0.98	0.84	0.84	0.92	0.90	0.98	0.71	0.82	0.89
PETALING JAYA	1.09	0.83	0.91	0.95	0.95	0.98	0.79	0.76	0.92
BANGI	0.93	0.74	0.81	0.97	0.80	0.96	0.85	0.83	0.83
WANGSA MAJU	0.48	0.46	0.47	0.54	0.49	0.39	0.58	0.57	0.46
SHAH ALAM	0.77	0.58	0.74	0.58	0.64	0.69	0.64	0.67	0.68
PERAK	0.65	0.60	0.77	0.68	0.62	0.70	0.62	0.74	0.70
PENANG	0.33	0.29	0.28	0.26	0.29	0.31	0.23	0.27	0.28
KEDAH	0.35	0.25	0.27	0.35	0.28	0.37	0.30	0.34	0.29
PAHANG	0.26	0.19	0.22	0.26	0.29	0.39	0.28	0.28	0.20
TERENGGANU	0.28	0.25	0.23	0.33	0.26	0.30	0.25	0.37	0.28
KELANTAN	0.38	0.16	0.18	0.28	0.20	0.15	0.13	0.23	0.21

Gap Scores by Faculties

Dimension	L Centre	Curriculum	Facilator/ Tutor	Finance	Support services	Faculty	Outreach	Life & Career Path	Overall
Faculty	GAP	GAP	GAP	GAP	GAP	GAP	GAP	GAP	GAP
FNAHS	0.56	0.50	0.51	0.59	0.49	0.60	0.39	0.47	0.55
FST	0.57	0.45	0.61	0.48	0.49	0.53	0.46	0.57	0.50
FASS	0.65	0.64	0.70	0.62	0.70	0.84	0.73	0.63	0.68
FEL	0.76	0.45	0.50	0.53	0.61	0.50	0.48	0.60	0.54
FITMC	0.66	0.48	0.60	0.76	0.63	0.66	0.34	0.46	0.61
FBM	0.82	0.64	0.71	0.76	0.71	0.79	0.65	0.71	0.72

High Gap scores:

- FBM: greater attention to – LC & Faculty
- FASS: greater attention to - Faculty & Tutors

Part C: OVERALL EVALUATION

Part C: Overall Evaluation of the University: Factor Analysis

Construct/Items	No of items	Cronbach Alpha
Overall satisfaction	3	0.922
Overall, I am satisfied with my faculty		
Overall, I am satisfied with my programme		
Overall I am satisfied with the quality of teaching at OUM		
Overall quality	3	0.918
OUM is equivalent to other higher learning institutions in terms of quality		
Overall, the quality of facilities at OUM is good		
Overall, the quality of services at OUM is good		
Overall Trust	3	0.943
I am sure that the university staff are always acting in my best interests		
I trust the university staff completely		
University staff always keep their promises to me		
Emotional Commitment	3	0.908
I feel very attached to OUM		
I am proud to be able to take the present study programme		
I am proud to be OUM student		

Overall Evaluation of the University: Reliability of Constructs

Construct /Items	No of items	Cronbach Alpha
Academic Commitment	3	0.893
When I set targets for myself, I always reach them		
When I set targets to complete my study programme, I always reach them		
I intend to complete my degree in OUM regardless of what it takes		
Social Integration	3	0.836
I regularly take part in university-related leisure activities, such as sports or events		
I always have intensive contact with my fellow learners		
I regularly do things with fellow learners outside OUM		
Student Loyalty	4	0.917
If I am given the chance to go through the learning process again, I will choose OUM		
I will encourage others (eg. family members, and friends) to study in OUM		
I will continue my study in OUM until I graduate		
I will become a member of the OUM Alumni		

Mean of the 7 Constructs

Constructs	Mean	Std Deviation
1. Satisfaction	5.78	0.92
2. Quality	5.79	0.92
3. Loyalty	5.81	0.93
4. Trust	5.64	1.04
5. Emotional Commitment	5.82	0.94
6. Academic Commitment	5.88	0.89
7. Social Integration	5.45	1.07

Impact of the 7 Constructs on Student Loyalty

Coefficients(a)					
	Unstandardize d Coefficients		Standardized Coefficients		
Variables	B	Std. Error	Beta	t	Sig.
Constant	0.067	0.073		0.916	0.36
Emotional Commitment	0.485	0.024	0.490	20.06	0
Quality of services	0.156	0.026	0.154	5.954	0
Academic Commitment	0.178	0.021	0.172	8.319	0
Satisfaction of services	0.096	0.022	0.095	4.396	0
Trust towards OUM staff	0.074	0.019	0.083	3.97	0

On Student Loyalty

Student Loyalty  Student retention

Student Loyalty is significantly influenced by:

- Emotional Commitment
- Academic Commitment
- Quality of services
- Satisfaction of services
- Trust towards OUM

Therefore, to retain students, OUM should ensure that activities designed for learners are commitment, trust, and quality-based.

Conclusion

Based on the Quadrant Analysis:

- In order for OUM to become more competitive in the educational marketplace, it must reposition itself to be **service oriented and customer driven** –with better ability to respond quickly and effectively to its learners;
- Most learners expect to receive quick response to their requests and to engage in interaction with the institution that will facilitate their success.

Conclusion

Based on the analysis of the Overall Statements:

- The results showed that OUM students' loyalty is greatly influenced by emotional commitment (β value for EC = .490);
- LCs and CSM can plan out a series of activities involving, especially new (to build relationship as early as possible) & final year students (loyal Alumni) so that when they graduate, they will be OUM's ambassadors and spread the good word of mouth, and they will most likely continue their studies at OUM.

Thank You